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Old School and New School: Engaging Undergraduates in Discipline- Based Research

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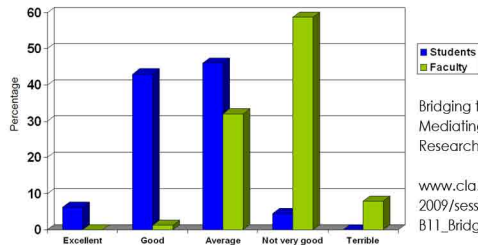https://ecommons.udayton.edu/roesch_fac_presentations/3

Old School and New School
Engaging Undergraduates in Discipline-Based Research

Why
Ratings of 1st year students' academic research skills

Bridging the Gap: Mediating Student-Professor Research Expectations

www.cla.ca/conference/2009/sessions/B11_Bridging_the_Gap.ppt

Who
Course required for all majors
PHL240: Mostly Juniors & Seniors
INS250: Second-semester first-year students

Outcomes Based
American Philosophical Association Outcomes Assessment
ACRL Information Literacy Standards
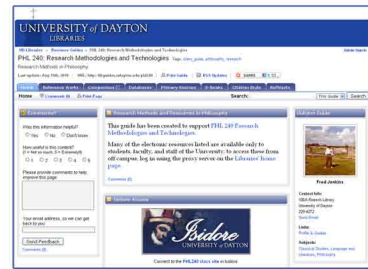University of Dayton Graduation Information Literacy Competencies

Writing Intensive
6 papers, 2 peer reviews, plus Capstone project: annotated bibliography with at least 15 sources describing relevant books, articles, & primary sources on a topic.

Textbooks

LibGuides & Course Management Software
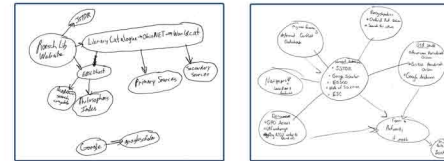

LibraryThing Folksonomy

Clicker Results

I know more about library research NOW than when I started this course

Agree	100%	10
Disagree	0%	0
TOTALS	100%	10

I feel more confident in my ability to find good resources for my research papers

Agree	91.67%	11
Disagree	0%	0
Not sure	8.33%	1
TOTALS	100%	12

Concept Maps, Final Class

Student Learning Assessment
Using JSTOR, search only for *relevant* articles about William James and his philosophy. Show how you would exclude passing mentions of this topic.

Find an entry on Richard Rorty in the Stanford Encyclopedia of Philosophy. Within the secondary literature bibliography, identify a book and article citation. Does the library have a copy of the book? How will you get the article?

Cecil Rhodes was the 6th Prime Minister (1890-1896) of the Cape Colony in South Africa. British by birth, he was a strong believer in imperialism and colonialism. Find a relevant article from this time period that discusses his views.

Find a relevant U.S. government document about ethnic conflict in Ethiopia. Export the citation to RefWorks. Next, summarize any current armed conflicts in Ethiopia for the class using appropriate sources.

Challenges, Opportunities
Scale: staffing & space
Retention: no measures in place
Needs vary by discipline

What They're Saying
"The best thing I learned in INS250 was…"
--that there are more & better databases than Academic Search Complete & Google.
--how use advanced search in the databases and the databases we learned about.
--how to narrow my searches and use appropriate topics while researching.
--how to use RefWorks.
--how to analyze a document for credibility.

INS250 Students

"As faculty advisor to the Philosophy majors, I have discussed the PHL 240 course with many students. Most students said they learned important research skills in the course that they probably would not have acquired on their own. Several students said they wish that they had taken such a course years earlier because they have found the research skills useful in all of their courses."

Philosophy Faculty

"Students who take INS250 arrive in my class well-grounded in the knowledge of finding aids and understanding of the value of an annotated bibliography."

History Faculty

"Sitting at the information desk on the first day of work I found myself overwhelmed as I faced dozens of databases with a minimal amount of previous knowledge about them. Only having research knowledge at the University of Dayton from one semester of experience, I was greatly unprepared for the various research questions I received at the desk. However, luckily, each class session of INS 250 taught me a new set of databases and how to use search functions and limiters in the most effective ways."

Student Library Employee